DSE Professional Development Training Modules

Measurable Goals and Objectives

Educators can learn the process for developing measurable annual goals and objectives to enable K-12 students to be involved and progress in the general curriculum, or preschool children to participate in age-appropriate activities, and that meet children's education needs that result from a disability.

K-12 Least Restrictive Environment (LRE) Decision Making

Learn and practice the process of making LRE decisions for students with disabilities in grades K-12. This training covers use of both federal and state regulations within the context of research-based best practice for effective K-12 education. A variety of service delivery models and the roles of the IEP team members in the decision making process are examined.

Early Childhood Special Education Services in the Least Restrictive Environment

Explore the variety of service delivery approaches that may be considered when designing service delivery options for early childhood special education. Resources available in communities to help build a variety of service delivery approaches will be explored. Strategies, benefits, and challenges of using the consultative/itinerant model will be discussed. The IEP process, including use of assessment information leading to making appropriate service delivery, and LRE decisions will be reviewed.

Positive Behavior Support Institute

This training has been designed to assist schools to achieve socially important behavior change for all students. School personnel are required to come as a four-member team with an administrator as a mandatory member. The PBS Institute will provide assistance to school teams to build their capacity to: address behavioral challenges, diminish disruptions that impede teaching and learning, create teaching and learning communities that establish and sustain positive and safe school climates, and reclaim instructional time lost to behavioral disruptions. Teams learn: universal school-wide discipline systems, small group interventions for at-risk students, Individuals with Disabilities Education Act (IDEA) regulations, strategies for implementation and maintenance in schools and districts, and social skills and self-management instruction.

Traumatic Brain Injury: A Series of Three Workshops.

Understanding Students with Traumatic Brain Injury focuses on the diverse characteristics of students who re-enter school after experiencing a traumatic brain injury. Topics presented include: brain injury basics, effects of brain injury, injury to the developing brain, and differences between students with a traumatic brain injury and students with other learning issues.
 Expanding the Assessment Paradigm for Students with Traumatic Brain Injury is designed to help the school-based assessment team extend the scope and shift the focus of assessment for students following a traumatic brain injury. Topics presented include: understanding post-injury performances, understanding the gaps in traditional school-based assessment, structured reports of functional behavior, and developing focused cognitive assessment.
Classroom Accommodations for Students with Brain Injury is designed to help teachers and school personnel address the specific educational needs of students with a traumatic brain injury. Topics presented include: examining functional, cognitive, and emotional challenges, understanding educational challenges, determining and implementing appropriate accommodations, and developing transition plans.
Participants are encouraged to attend the workshops in sequential order, but the workshops may be taken independently of one another.

Working with Students with Autism in the Schools

Explore educational strategies and environmental and curriculum modifications for serving school-aged students with autism. Topics include: specific ways to analyze and alter the environment; analyzing behavior data to determine appropriate interventions; developing effective programs/curricula through IEP writing; creating a system for organizing educational strategies; merging special and regular education curricula; teaching new skills and behaviors to students; and working in collaborative teams to achieve the most success. Information will also be shared about behavior and reinforcement, social skills training, augmentative and alternative communication, and functional communication training. Participants are strongly encouraged to take Introduction to Autism training before attending this workshop in order to fully benefit from the training materials.

Early Intervention for Young Children with Autism

Information about early identification and assessment and essential features included in designing and implementing effective programs for young children with autism is examined. Information will be shared about behavior and reinforcement, team collaboration, curriculum and IEP development, interacting with parents, social skills training, augmentative and alternative communication, and functional communication training.

Problem Solving General Education Interventions to Increase Achievement

This training is designed for intervention teams in school buildings (i.e., teacher assistance teams, child study teams, care teams, at-risk teams) to help them develop interventions for any student with academic and/or behavioral concerns. The process utilizes a four-step approach: 1) problem definition, 2) problem analysis and intervention development, 3) implementation of interventions and supports, 4) evaluation and decision making. Participants develop competencies in classroom problem solving regarding academic and/or behavioral problems using interview, direct measures of student performance, effective scientific research-based intervention methods, and student progress monitoring to gather data.

Quality Eligibility Determination

Quality eligibility determination (QED) is a decision-making process for special and general educators described in the Missouri decision-making model. Team members who make decisions regarding referral, evaluation, and eligibility learn to apply the steps of the problem-solving process to the special education evaluation and eligibility process. Participants develop competencies related to clarifying referral concerns about the student and designing an evaluation to answer specific referral questions about concerns for the student. Evidence for decisions made in this process is based on classroom data gathered from scientific, research-based general education interventions combined with individual standardized instruments used to make decisions about eligibility for special education and related services.

Differentiated Instruction

Educators can learn about the differentiated instruction techniques, as described by Carol Ann Tomlinson, that educators can use to meet the needs of diverse learners, including students with disabilities, in general education classrooms. A variety of learning options addressing the different readiness levels, interests, and learning profiles of students will be introduced. Differentiated instruction is designed around key concepts allowing all students to expand their understanding and application of concepts and principles.

Curriculum-Based Measurement (CBM)

This training includes information about using specific assessment strategies that are tied to local standards and curriculum to collect performance data for making educational decisions. CBM is designed to give educators a quick measure of student performance that can be repeated frequently over time to measure progress. Information will be shared about administration and scoring of reading, math, and written expression probes as well as linking CBM to a decision-making process. The decision-making process defines specific concerns and targets behaviors, develops a plan for improvement and intervention strategies, and monitors student progress to evaluate the success of the plan.

Empowerment for Life: Teaching Self-Determination Strategies for Effective Transition

Explore what it means to be self-determined, what skills promote self-determination, and how to teach those skills to students. This training provides an overview of self-determination and the key elements that are essential to increasing skills in self-determination among students with disabilities. Strategies for infusing self-determination into existing curricula and for involving students in the IEP meeting also will be shared.

Introduction to Autism

This training is designed to give educators an overview of autism as an educational disorder. Essential methods for assessing behaviors are taught and basic programming strategies are introduced. Topics covered include: definition of autism and eligibility criteria for special education and related services; descriptions of sensorimotor integration issues, communication issues, social and relatedness issues; assessing behaviors for their messages; the social stories teaching strategy; structuring and scheduling in the classroom; and essential features of effective programming for students with autism.

Early Intervention for Young Children with Autism

This 4-day training includes information about early identification and assessment and essential features included in designing and implementing effective programs for young children with autism. Information will be shared about behavior and reinforcement, team collaboration, curriculum and IEP development, interacting with parents, social skills training, augmentative and alternative communication, and functional communication training.

 Announcements of new training offerings as well as additional descriptions, training dates, and locations can be found at http://www.cise.missouri.edu/training/